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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with the following topics: British mass communication research; communication theories held by Harold Adams Innis; adolescents' mass communication behavior and family planning knowledge; a college-level course in film appreciation; effects of television and adult/child interaction on preschool children's language; the suppression of the film "The Birth of a Nation"; the right of the public to have access to the broadcast media; effects on adolescents of viewing the television series "Roots"; television programming and production in Greece; the cable regulation measure proposed by the Office of Telecommunications Policy; the Communications Satellite Act of 1962; the effect of editing on storytelling aspects of silent films; the processes by which voters acquire accurate perceptions of presidential candidates' issue positions; international broadcasting by private United States sources; the effectiveness of a direct mail campaign in increasing knowledge levels; the way in which women view the subject matter of television soap operas; and the responses of high school students to written and filmed versions of short stories. (GW)

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THE IDEA OF COMMUNICATION IN THE WRITINGS OF SELECT BRITISH MASS COMMUNICATION SCHOLARS
Order No. 7805825

CHENEY, Michael Robert, Ph.D. The Ohio State University, 1977. 245pp. Adviser: Professor Robert Monaghan

This work presents an historical and analytical study of British mass communication research. As such, this study details the early history of British mass communication research in the late 1950's and early 1960's when mass communication research was only a small aspect of British scholarship. Then, in the mid 1960's, British mass communication research, largely through the activities of the government established Television Research Committee, emerged with a number of important studies. In the late 1960's and early 1970's, this development continued as more scholars and studies investigated the phenomenon of mass communication. Within this historical context, the study then analyzes the work of three British mass communication scholars--Raymond Williams, James Halloran and Denis McQuail. In discussing each author's works, the study delineates the idea of communication which informs the various scholar's research and theoretical writing. The study concludes by offering a theoretical synthesis of the various scholars' idea of communication. This collective idea of communication is described in terms of the elements, structures and functions of communication, as well as the assumptions such an idea makes about the nature of man, science and communication.

TIME AND SPACE BIAS IN MEDIA: CLARIFYING A COMMUNICATION THEORY OF HAROLD ADAMS INNIS
Order No. 7808459

DAVIDOWITZ, Moshe, Ph.D. New York University, 1977. 153pp. Chairman: Professor Neil Postman

Harold Adams Innis (1894–1952) was a Canadian economic historian who sought to clarify the agents of social stability and change. Innis suggests that the communications media of a society are the most significant factors that determine the quality of that society. The process by which information is generated and controlled in a culture profoundly affects the information itself and the media it uses. This process establishes predispositions to organize the way media determines the kind of information it carries – its media bias.

Since the most comprehensive forms of encoding our world are through our perceptions of time and space, the fundamental media biases are of time and of space. Media that are heavy and difficult to transport such as clay tablets and parchment tend to establish time biases that organize social institutions along sacred, hierarchical and historically oriented lines. Those media that are light such as papyrus and especially paper tend to create space biases which organize social institutions along secular, imperial and expansionist lines. A culture must be able to maintain a balance between these media biases if it is to survive, remain stable, and be creative.

Innis views Western culture as beginning with media that took issues of time such as religion and value seriously and has shifted toward secular, space nihilistic biased media due to the introduction of paper and mechanical print which may lead to the collapse of Western civilization. Innis "pleads" for a return to dealing with the issues of time so as to re-establish a media balance in our culture.

Innis' view of media biases have provided many stimulating insights and may be valid for interpreting the models of cultural stability and transformation in the previous industrial cultures of the Modern West. However, it is questionable whether the same criteria apply to our contemporary society in our post-industrial age in which electronic media may be creating new information systems that can not be fully explained using Innis' model which was developed to understand print media and its influence on social institutions.

ADOLESCENTS' MASS COMMUNICATION BEHAVIOR AND LEARNING ABOUT FAMILY PLANNING: A SOCIAL COMPARISON APPROACH
Order No. 7804680

DE PIETRO, Rocco Anthony, Jr., Ph.D. The University of Michigan, 1977. 206pp. Chairman: Peter Clarke

This paper examines how the social environment of adolescents affects their mass communication behavior and learning about family planning. We discuss how adolescents use the social environment, consisting of referent others, to help estimate their relative family planning knowledge. We show that perceived discrepancies in family planning knowledge with own age peers generate social motivation for communication. Adolescents who perceive that they are behind referent peers in family planning knowledge seem particularly motivated by peer comparisons to convert mass communication behavior to learning. Two factors which tend to strengthen motivation to reduce perceived discrepancies are: (1) the salience of comparison persons; and (2) the relevance of family planning knowledge to immediate behavior.

We approach adolescents' mass communication behavior and learning about family planning from a theoretical perspective. We use social comparison theory to help explain communication and learning processes. We find support for the hypothesis that mass communication behavior is a key mechanism used by adolescents to reduce perceived knowledge discrepancies.

We also point out some social policy implications of our research. Many public information programs in family planning try to change individual behavior directly through persuasive mass media appeals. Our data suggest that an alternative mass communication strategy is to attempt to change individual behavior indirectly by first perturbing the social environment, i.e., modifying actual or perceived relationships between individuals. This alternative strategy is likely to produce social motivation for individual behavioral change.

BECOMING VISUALLY PERCEPTIVE: AN INTRODUCTION TO THE ART OF THE FILM
Order No. 7804623

DOTY, John LeRoy, A.D. The University of Michigan, 1977. 168pp. Co-Chairmen: William R. Alexander, Marvin Felheim

A course in film appreciation designed to develop visual literacy through looking at, discussing, and writing about a variety of films and their techniques was initiated in a southeast Arizona community college. What happened during the course is the focus of the dissertation; there is a section on film theory and an annotated bibliography. Since film is a major cultural influence, the need to comprehend and interpret visual messages is essential in order to increase awareness and to avoid being manipulated.

Students met one night per week and viewed films, discussed them, maintained a journal of responses, including techniques that were observed, turned in three brief reports on film terms, and completed a final project or paper. I collected

the journals four times during the semester and returned them with positive comments and suggestions. I ordered films that were dramatically and visually stimulating, that exhibited important film forms, and that had potential for discussion and activity. The majority of the films were short in length. Films about filmmaking itself were spaced throughout the opening weeks of the semester. Techniques we saw and also read about were applied to the movies we viewed subsequently. A Film Potpourri to suggest variety and excitement opened the course and subjects that followed, usually for two-week intervals, were: Literature and Film, Silents, Animation, Documentary, Films about War, and Films about Native Americans. Also, a film series consisting of eight award-winning full-length motion pictures ran about every three weeks while the course was proceeding. Students were encouraged to attend and they were available to the community free of charge.

After watching films, discussions were made in large or small groups and a form composed of questions to stimulate thought was often used. As we watched, talked, and wrote, students became more aware of the structure of a film, the choices a director must make, and the final result that has the ability to affect us deeply. This became evident through reading the journals and listening to class comments. Literature and Film dealt with the problems of adaptation. Prior to the films, members of the class were given copies of short stories and a play and asked how they would film them. Then we saw the filmed versions and characteristics of fiction, drama, and film were explored. The Silents clarified how narratives can be told visually, words being superfluous. Animation, with its frame by frame assemblage, demonstrated the role that patience and hard work play in artistic endeavor. A film showing Canadian animator Norman McLaren at work and the discovery that animation can be used to treat serious subjects were highlights of this portion of the course. Documentary filmmakers that we utilized focused on the Depression, photography, and commercials to convey information with vigor and persuasion. Films about War, such as Night and Fog and Hearts and Minds, had a powerful impact and were admired not only for their haunting themes but for the manner in which they were photographed and put together. Films about Native Americans provided visual evidence of an often neglected area of American history.

Visual projects, all shown in class, consisted of student films in Super 8 or 16 mm., drawings on film, videotapes, photographs, and storyboards. A limited amount of equipment was available for student use. The ones who drew designs on film or submitted photographs were inspired by films we had seen about McLaren or Dorothea Lange. Written projects compared and contrasted some films, described western heroes, or analyzed a particular movie genre, such as the musical.

Written and oral remarks by students indicate the goals of becoming more perceptive about the art and technique of film were achieved. In addition, the course fulfills a cultural need in a remote geographical area.

COMMUNICATIVE PERFORMANCE WITH MEDIA: EFFECTS AND IMPLICATIONS OF TELEVISION AND ADULT–CHILD INTERACTION ON PRESCHOOLER'S LANGUAGE

EPSTEIN, Robert Henry, Ph.D. University of Southern California, 1978. Chairperson: Professor Frederick Williams

Problem. This study investigates the ways in which a child's communicative performance in a television viewing situation is affected by changes in the televised context, and how this may be further affected by the child's previous experience with television.

Method. Three groups of low and low-middle socioeconomic preschool children ($n = 24$), aged 51 to 71 months, were selected from two inner-city preschools and underwent a one-month treatment of varied parent-child interaction. Experimental treatment for one group (PCTV) consisted of the parent talking to the child about what had been seen on television. Another group (PCI) talked about community experiences, and the third group (control) did not participate in a scheduled interaction. The children were differentiated by a median-split of age (59 months), resulting in an average of 54 months for the younger group, and 64 months for the older group. Immediately following the treatment was a testing situation where the children were asked questions simultaneous with televised presentation of contexts, which were varied in dimensions of presence – timing equivalent to before and during, and relevance – congruency of presentation with question. Responses were scored according to three dependent measures: form – structural properties; function – answer quality; and utterance length – number of words. The data were analyzed through repeated measures analyses of variance, t tests, and correlations.

Results. Following are the results of each tested hypothesis: Hypothesis 1. For form, scores in the present contexts are greater than scores in the absent conditions. The results were statistically significant ($p < .05$). Hypothesis 2: For form, differences occur that represent the interaction of age with presence. The hypothesized interaction was not significant. Hypothesis 3. For function, scores are greater in the relevant contexts than in the irrelevant contexts. The results indicated a statistically significant difference. Hypothesis 4. For utterance length, responses made in the present condition are longer than those in the absent state. The fourth hypothesis was supported. Hypothesis 5. For utterance length, those responses made in the relevant context are longer than those responses reflecting the irrelevant context. The hypothesis was not supported. Hypothesis 6. For utterance length, differences occur that represent the interaction of age with context; an interaction with either presence or relevance or both indicates such a difference. An interaction between age and presence for utterance length was found significant; other hypothesized interactions were not significant. Hypothesis 7. For form, differences occur that represent the interaction of age with PCI treatment. Age did not significantly interact with PCI treatment. Hypothesis 8. For function, (a) the PCTV group performs significantly higher than the control group, whereas (b) the PCI group does not demonstrate a similar difference. The eighth hypothesis was supported in its entirety. Hypothesis 9. For utterance length, (a) the PCTV group produces significantly longer utterances than the control group, whereas (b) the PCI group does not demonstrate a similar difference. The hypothesis was completely supported.

Relationships among the dependent variables are also examined. In the present research, form was significantly correlated with function ($r = .49$), and utterance length ($r = .49$); and function and utterance length were even more highly related ($r = .67$).

Discussion. Implications of the present research are suggested, and policy concerns are indicated. It was concluded that as television viewing (and other media use when appropriate) becomes a large part of children's early experience, the activity should become a social experience where discourse aiding children's development is permitted and facilitated.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90007.)

D. W. GRIFFITH'S THE BIRTH OF A NATION: CONTROVERSY, SUPPRESSION, AND THE FIRST AMENDMENT AS IT APPLIES TO FILMIC EXPRESSION, 1915–1973

Order No. 7800016

FLEENER-MARZEC, Nickieann, Ph.D. The University of Wisconsin-Madison, 1977. 577pp. Supervisor: Associate Professor Mary Ann Yodelis Smith

This study was designed to determine whether arguments for and against legal and extra-legal restraints against The Birth of a Nation changed as the U.S. Supreme Court's interpretation of the First Amendment as it applied to filmic expression changed during the time period 1915–1973. Also, the study sought to identify the extent to which The Birth was censored and to document the extent to which different tactics were used by both sides during censorship debates. The research also sought to isolate factors influencing censor/no censor decisions resolving controversies.

To accomplish this, a search was conducted through secondary sources and major manuscript collections concerning the film. If a censorship controversy was mentioned in a primary source or in multiple secondary sources, it was coded for analysis. Information recorded for each controversy included: tactics used; rationales expressed by both sides; manner of resolution; year of resolution; ultimate censor/no censor decision; and, rationale for ultimate decision. Censorship controversies thus documented were categorized by tactic accomplishing resolution and analysed accordingly.

The study found that in general, arguments for and against censorship did not change as the U.S. Supreme Court's interpretation of film's First Amendment status changed. The study found that from 1915–1973 The Birth was involved in at least 120 censorship controversies. The five major tactics employed during controversies were: initiating court action or criminal proceedings; petitioning officials; seeking censorship legislation; and, utilizing extra-legal means. The number of times the tactics were operationalized in the 120 controversies was 356. In terms of individual actions taken, no tactic accomplished controversy resolution with a frequency differing from chance. However, in terms of individual controversies rather than actions taken, the tactic of court action resolved controversies with a frequency greater than random. Courts resolving controversies supported no censor resolutions with a frequency differing from chance. Officials resolving controversies supported censorship with a frequency differing from chance. Regardless of tactic implemented, controversies were resolved by decisions supportive of some form of censorship (prior restraint, prior restraint partial, subsequent restraint, subsequent restraint partial) with a frequency differing from chance. Specifically, of the 94 controversies with known resolution, 59 were resolved with some form of censorship and 35 were resolved with no censor decisions. Controversy resolution was found to be independent of both controversy level (state, local, or national) and controversy year. Arguments for and against censorship centered on content, procedural, and effects issues. The rationale expressed most frequently to justify censorship was that the film engendered racial prejudice. Among other rationales justifying censorship were: after black protest; film immoral; film unpatriotic; and film detrimental to public peace. Rationales used to justify censorship appeared to be tactic dependent but not time dependent. Also, censorship action and rationale justifying that action did not function independently. Rationales justifying no censor resolutions were expressed in less than half the controversies thus resolved. The tactic of seeking censorship legislation was not found to be implemented directly toward accomplishing controversy resolution. Also, the majority of extra-legal actions were designed to influence opinion concerning the film's acceptability rather than to resolve a given controversy.

A CRITICAL ANALYSIS OF THE FCC'S FAIRNESS DOCTRINE AND THE PROPOSED RIGHT OF ACCESS AS ALTERNATIVE MEANS OF SERVING THE FIRST AMENDMENT IN BROADCASTING

Order No. 7805182

GEARY, Thomas Alfred, Ph.D. Wayne State University, 1977. 339pp. Adviser: John Spalding

Governmental regulation of the broadcast media has always been an area of heated controversy and deep conflict, particularly between the regulatory authorities and those licensed to broadcast. Perhaps the most divisive conflict, however, is one which emerged in the latter-1960's and which pitted broadcasters more directly against the general public. The issue is one that goes to the very foundation of the regulatory structure: Should the public enjoy a general right of "access" to the broadcast media?

It was the purpose of this dissertation to clearly identify and to evaluate this complicated First Amendment question. The research plan chosen to do so included the examination of: (1) the nature and evolution of the right to free expression; (2) the application of the First Amendment to the peculiar circumstances of broadcasting, (3) the major factors in contention, as well as arguments supporting each; (4) existing regulatory policies, in particular the Fairness Doctrine, which illustrate and represent the opposing sides of the issue; and (5) selected FCC and judicial decisions central to the conflict.

Because radio and television are communications media inherently unavailable to all, broadcast licensees cannot claim unlimited protection from the First Amendment. Since the Radio Act of 1927, broadcasters' rights have been balanced against those of the general public. Traditionally, the broadcast licensee has held nearly exclusive control over his channel of communication, the public having, in effect, ceded its right of access to the airways in return for an enforceable promise by the licensee that he offer service in the public interest. Thereby, the First Amendment rights of both parties are served--the broadcaster through his power of access, and the public through its right to know. While neither's right is without exception or limitation, this design has characterized the regulatory structure since its inception.

Illustrative of this arrangement is the FCC's Fairness Doctrine. The Doctrine affirmatively obligates the broadcaster to provide the full discussion of controversial issues of public importance. The means by which this responsibility is to be carried out has been left, largely, to the discretion of the licensee.

Co-existing with the Fairness Doctrine, however, are regulations which depart significantly from the discretionary principle. Section 315, the Personal Attack rule, and the Political Editorialization rule all provide access to non-licensees. And, in the case of each, the licensee's discretionary power is virtually non-existent.

As a result of some FCC and court decisions during the late 1960's, it appeared to many that the regulatory balance was beginning to shift and that a more generalized right of access to the broadcast media was about to emerge. The Commission's decision in Banzhaf was a departure from traditional Fairness Doctrine adjudications in that discretion seemed to be minimized and access emphasized. The Supreme Court's opinion in Red Lion convinced some that a constitutionally-supported right of access had actually arrived.

When the Supreme Court handed down its decision in the Columbia Broadcasting System case in 1973, it was clear that the right to know had, at least temporarily, prevailed over the right of access. But the Court did not foreclose on the possibility that access might someday predominate.

This dissertation has studied and evaluated both approaches and has concluded that, while both are in keeping with the purposes of the First Amendment and both enjoy considerable constitutional support, the objectives of free expression can best be realized in a limited "marketplace of ideas" by maintaining the existing balance. A system based on access cannot ensure that those ideas disseminated to the public will be in the public's interest. One which relies on the judgment of a professional, accountable to the public, can.

INTERPERSONAL COMMUNICATION EFFECTS OF VIEWING "ROOTS" Order No. 7728256

JOHNSON, Pam McAllister, Ph.D. The University of Wisconsin–Madison, 1977. 86pp. Supervisor: Associate Professor James Hoyt

The purpose of the study was to test a variety of hypotheses dealing with adolescents' racial attitudes and interpersonal discussion within the context of the television series "Roots." The study was particularly designed to investigate the pro-social use and effects of television, patterns of interpersonal communication, the impact of the 12-hour series on adolescents' emotional sets; and television production and policy implications for programming.

The study used a survey design; subjects were drawn through a stratified random sample of Madison, Wisconsin public high school students; and the data relevant to the various hypotheses were tabulated and analyzed in a variety of contingency tables. The significance of differences presented in the various tables was tested using a difference of proportions statistic.

The study found that after viewing "Roots" high school students had a positive racial attitude, did not discuss "Roots" very much, and had strong feelings of racial guilt and shame (White adolescents, compared to Black adolescents, had significantly higher feelings of guilt and shame).

Compared to White adolescents, Black adolescents watched more of the eight segments of "Roots" (all of the Black adolescents watched at least one of the eight segments). Both Black and White adolescents said that "Roots" was a real portrayal of the times and more White than Black adolescents said they learned about the other racial group after viewing "Roots."

The study measured how much adolescents said they talked about race relations with a friend of the same race, friend of a different race, parents, brother/sisters, and teachers, after viewing "Roots." Nearly three times as large a percentage of Blacks as Whites said they talked frequently about race relations with a friend of the same race; most students did not talk about race relations with friends of a different race, but of those who did, Blacks talked more than Whites. Most students, regardless of race, did not talk about race relations with their teacher. Students were divided almost evenly as to whether they talked about race relations with their parents. However, about twice as large a percentage of Black students as White students talked with their parents frequently.

GREEK TELEVISION: A DESCRIPTIVE STUDY OF ITS PROGRAMMING AND PRODUCTION AS AN APPROACH TO HUMAN COMMUNICATION

KASTORAS, Stavros Demetrios, Ph.D. University of Southern California, 1978. Chairman: Professor Richard Toscan

Much serious research around the world demonstrates that for most individuals television may be one of the most important and influential aspects of their environment. In Greece, television was introduced by a group of militarists – inexperienced in television – in 1967, in the first year of their dictatorship, which lasted until July, 1974. The lack of preparation, technical equipment, basic knowledge about television, or any kind of freedom, as well, led to unsuccessful experimentation that continues, with some modifications, until today.

The purpose of this study was to examine and describe television programming and production in Greece, and gather all necessary data for the future planning of television programming and production that could best enable Greek television to meet the needs of the diverse Greek people in their personal and interpersonal communicative relationships as a group and as individuals. Also, it introduced concepts in television programming and production – even among television systems outside Greece – that might be useful in making Greek television a constructive and progressive force for the development of positive human relationships among its audiences, which are going to help the general evolution of the country and its survival as a nation.

The descriptive study was based largely upon the following sources: the Ministry to the President, under whose jurisdiction Greek television exists, and the two Greek television networks; the two Greek offices which conduct research on television ratings; personal interviews with several individuals in numerous positions, who influence in various ways the function of Greek television; special reports of Greek and foreign experts, as well as of the author, about Greek television; critiques and discussions in several Greek newspapers, magazines, books, theses, and other publications in the fields of mass communication, television, and social science.

The research disclosed that: since its introduction into Greece, television has been mainly used as a weapon for propaganda, enrichment, as a prestige item, as a political showpiece to reinforce the leading party, and as a selling device for big corporations, Greek and foreign, which can afford to pay for it; most of its programming and production has been planned by unqualified people, and its positive contribution toward a better informed, entertained, or educated audience has always been in serious doubt; the various kinds of control over Greek television curtail free planning of its programming and production.

Also, a relationship between the demographic variables of age and sex, biographic variables of marital status, work status, mobility, health, income, and education, and sociological variables of living arrangements, individual interpersonal relationships with family and friends of Greek audiences, and their television viewing, was found.

Finally, the research revealed that Greek audiences have their own program preferences, and television has a profound relevance to their lives – functioning as a medium for information, entertainment, education, and companionship. They find satisfaction or disappointment in the various programs, and they devote much time to viewing television, distributed according to the hours and days of the week.

The demographic development and structure of Greece was traced together with the potential audience, and the evolution of television as part of Greek broadcasting was explored. The current situation regarding television programming and production in Greece was described, in relation to this demographic and historical context. Social, economic, cultural, and political factors – which must be considered in any plan for television programming and production – were also described.

In summary, based upon a total assessment and description of the situation, the author concludes that Greek television needs to become a more free, objective, progressive, and independent force, functioning as an open communicative system.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90007.)

AN ALTERNATIVE TO CABLE REGULATION: THE OFFICE OF TELECOMMUNICATIONS POLICY PROPOSED CABLE BILL AND AN ANALYSIS OF THE RESPONSES TO IT JULY, 1971, TO JANUARY, 1976 Order No. 7805868

KNECHT, Richard John, Ph.D. The Ohio State University, 1977. 159pp. Adviser: Dr. Joseph Foley

Laws governing the regulation of commerce in this country were first enacted almost ninety years ago. The characteristics of the regulated industries are that they are usually monopolies or highly competitive lucrative businesses or a natural resource belonging to no particular individual--but to all the citizens. In addition to federal regulation, the states individually have always been active in the passage of laws to protect health, morals, and safety; and these have affected the operation of industries within their borders.

Since technology usually precedes the regulation of its economic and social effects, the development of each medium--radio, television, to a lesser degree, and cable--has come before the method of regulation which ultimately controls it. Cable is presently regulated as an adjunct to broadcasting, under the Communication Act of 1934. Aware of the increasing importance of the cable television industry and the need for legislation, the Office of Telecommunications Policy proposed a cable bill that would specifically outline the jurisdiction that local, state, and federal authorities have over cable.

Although the Office of Telecommunications Policy proposed bill was not enacted, it serves as a contemporary example of the on-going political process affecting all citizens.

The dissertation demonstrates a means of looking at various aspects of cable regulation from different perspectives. Which point of view will finally be adopted or modified will depend upon the amount of pushing and pulling that is involved in the process of political decision making. The problem which arises in analyzing the process described in this study is the difficulty in separating material based upon fact from that which relies solely upon opinion. The author attempted to present arguments both in favor and against the OTP proposal and to weigh their merits when arriving at a conclusion.

Hopefully, the study demonstrates that OTP has made the most extensive effort to date in suggesting the critical need for both cable legislation and a national communications policy governing cable. How well OTP succeeded in its efforts to bring about change will be evidenced when a cable bill is finally written.

THE COMMUNICATIONS SATELLITE ACT OF 1962: THE CREATION OF A NEW COMMUNICATIONS POLICY Order No. 7800031

LEE, William Eyre, Ph.D. The University of Wisconsin-Madison, 1977. 299pp. Supervisor: Assistant Professor Kenneth D. Nordin

Communications satellites are a revolutionary technology which permit instantaneous global communication. President John F. Kennedy recognized their revolutionary potential and identified them as a means of achieving a space first capable of enhancing the prestige of the United States. He also believed communications satellites could play a vital role in his program to assist developing nations by improving their ability to communicate with other nations. To insure the attainment of these objectives, a novel corporation (Comsat), was created by the Communications Satellite Act of 1962.

Comsat is a product of the "new industrial state," in which government and business are dependent upon each other. Though privately owned, Comsat is required to operate as a component of American foreign policy. To meet this requirement, an elaborate system for government supervision of Comsat was created. The extent of this supervision departs sharply from traditional United States communications policy.

This study contributes to the literature on communications satellites by showing why Comsat has stronger government regulation than any other U.S. communications firms and how this regulation was shaped. In addition, it discusses the issue of ownership of the corporation, which is closely related to the issue of government involvement. The theme of this study is that the Kennedy Administration devised an unusual system for government regulation of Comsat to ensure that it would function as a component of American foreign policy. By showing how Comsat's regulation was shaped, this study also contributes to the literature on policy making, regulation, and communications policy.

David Easton's systems analysis theory of political processes, Charles Lindblom's work on policy making, and Anthony Down's work on bureaucracies provide a conceptual framework for the policy-making process for the formation of Comsat. This study is concerned not only with how policy-making systems make allocations, but also how they persist.

In addition to the operations of the model, this study addresses the following questions: Why was extensive government involvement in Comsat's activities believed to be necessary? Did the participants in the policy-making process which created Comsat differ on the nature and extent of government supervision of the corporation? Did their positions change? If so, why? What goals was this supervision designed to achieve? Did the participants in the policy-making process differ on the ownership of the corporation? Did their positions change? If so, why?

Two approaches to the questions of ownership and regulation dominated the policy-making process which formed Comsat. Senator Robert Kerr, the FCC, and the large communications carriers believed that communications satellites were mere additions to existing facilities. This group did not believe the new technology required innovative policy and proposed a very limited role for the government, with the exception of the FCC, in Comsat's activities. The Kennedy Administration, on the other hand, believed communications satellites were a revolutionary development that required highly innovative policy. To insure that AT&T and the other carriers would not impede development of the system, and that the corporation would operate as a component of American foreign policy, the Kennedy Administration proposed an elaborate array of structural and regulatory measures. Because President Kennedy was concerned with rapid development of communications satellites, he agreed with Senator Kerr on a compromise bill.

Through both structural and regulatory safeguards, the Communications Satellite Act has realized these goals: 1) a rapidly developed global satellite system, and 2) a communications satellite corporation which was free from carrier domination and could act as a component of American foreign policy. The success of the Communications Satellite Act reveals that the U.S. policy-making system could respond to challenging situations with innovative policy.

SPLICED IN STORIES: A STUDY OF THE EFFECT OF EDITING ON STORYTELLING ASPECTS IN SELECTED FILMS OF THE SILENT CINEMA Order No. 7808479

MASHIAH, Igal Jacov, Ph.D. New York University, 1977. 414pp. Chairman: Professor Christine L. Nystrom

This study has been directed, generally, to two of the major questions media ecologists have been concerned to answer: 1) What is the unique structure of the communications media which predominate in our culture? That is, what are the characteristics which distinguish one medium from another? and 2) What is the nature of the relationship between the structure of a medium and its content?

The particular medium on which the present study has focused is film--specifically, the silent cinema. And the purpose of the study has been to examine the relationships between the major technique or tool of expression in film--editing--and the scope and character of narrative in the silent cinema. More specifically, the purpose of the study has been to demonstrate, through close analysis of selected silent films which make use of different measures of editing, the relationship of this uniquely cinematic tool to description, structure, and characterization in the cinematic narrative.

The novelty and value of this study lie in its attempt to demonstrate, through close aesthetic analysis, the specific relationships between editing and the scope of description, structure, and characterization in cinematic narrative.

MASS COMMUNICATION AND POLITICAL ACCURACY: A COMPARISON OF FIRST-TIME AND OLDER VOTERS Order No. 7800040

QUARLES, Rebecca Colwell, Ph.D. The University of Wisconsin-Madison, 1977. 141pp. Supervisor: Steven H. Chaffee

A causal model of the processes by which individual voters are thought to acquire accuracy, or accurate perceptions of presidential candidates' issue positions, was tested on two samples of 18- to 24-year old, first-time voters in Madison, Wis. and Lexington, Ky. and one sample of older, experienced voters in Madison, Wis. Data were collected during the 1972 presidential campaign. Results of the path analysis indicate that while young and older voters are equally accurate, they appear to acquire political information in different ways. The impact of readership of public affairs material in the newspaper is strikingly different for young and older voters, having an independent effect on both accuracy and knowledge of the workings of the political system for young, inexperienced voters but not for older voters. Despite lower mean levels of readership, young voters appear to benefit more from newspaper use than do their elders. Interest in the campaign predicts accuracy, independently of the more enduring characteristics of education and interest in day-to-day political affairs for first-time voters only, suggesting that the young are less fixed in their patterns of information-acquisition and more responsive to campaign stimuli than are their elders. Public affairs magazine use affects accuracy, but not political system knowledge, for both age groups, but the contribution is modest for first-time voters. Network news viewing has no discernible impact on either political accuracy or political system knowledge for either first-time or older voters. This null effect cannot be explained by audience characteristics as the antecedents of network news viewing are strikingly different for first-time and older voters.

AMERICAN PRIVATE INTERNATIONAL BROADCASTING: WHAT WENT WRONG—AND WHY Order No. 7805910

REDDING, Jerry Ray, Ph.D. The Ohio State University, 1977. 325pp. Adviser: Professor Joseph M. Foley

The American system of international high frequency (HF) broadcasting is, and commonly has been, different from that extant in any other country. The historically accepted use for HF broadcasting elsewhere has been for official government propaganda. Yet in this country a dominant government outlet, the Voice of America, shares the nation's space on the designated HF spectrum with several private operations.

The basic questions addressed in this research are: how did private participants become involved in international HF broadcasting from the United States? And, how have they conducted this service?

The aim is to provide a description of the unique features which have identified American international broadcasting from private non-governmental sources during the past 55 years; and then to analyze the events and people which directly affected the development of this system of HF broadcasting.

This is accomplished by detailing the development of the private HF broadcasting service from its beginnings to the present. Emphasis is on the points at which forces within the service or external developments caused identifiable reactions which would affect future development of America's international broadcasting effort.

The use of HF broadcasting for propaganda purposes in other countries, during the development of the American service, is viewed in light of its impact on the service here. Also, prior research on America's government HF broadcasting effort is combined with the information compiled regarding the private segment of the industry to arrive at a more complete picture of the total international broadcasting effort from this country.

The method employed is one of historical description and analysis. Resources used were primarily transcripts of government hearings supplemented by official records of the service filed with broadcast regulatory agencies.

This research into the role played by private participants in America's international broadcasting effort has led to four basic conclusions regarding the origin, development and philosophy of private international broadcasting from the United States.

First: utilization of the high frequency bands for direct international broadcasting from the United States was a logical extension of the ongoing search for a reliable method of conducting wireless long distance communication.

Second: at any given time there have been three basic groups within the country which have been materially interested in, and involved with, external high frequency broadcasting. These groups are: a) the private HF broadcasting industry, b) the broadcast regulatory agencies and c) interested, official government entities, normally contained within the executive branch.

Third: the development of American international broadcasting has been primarily affected by the interrelationship among these three groups. The mutual effects of these groups upon each other--and of external forces upon all three--resulted in actions and reactions which have brought about the current blend of private and governmental HF international broadcasting.

Fourth: the several philosophies of high frequency broadcasting, which have developed in the United States, have been unique and largely unduplicated elsewhere. The original "domestic relay" philosophy was the by-product of scientific high frequency research; not the result of a conscious effort to reach foreign audiences. Subsequent philosophies developed as variations of, or reactions to, this original philosophy of service.

DIFFERENTIAL KNOWLEDGE GAIN FROM A MEDIA CAMPAIGN: A FIELD EXPERIMENT

Order No. 7804879

SCHERER, Clifford Wayne, Ph.D. The University of Wisconsin–Madison, 1977. 262pp. Supervisor: Professor Claron Burnett

This experimental field study utilized a post-test only control group research design to evaluate the effectiveness of a direct mail campaign in increasing knowledge levels. Three hundred forty-two Wisconsin dairymen were randomly selected for the study. The content of the direct mail campaign was a technical subject of interest to dairymen in improving the health and production of their dairy herd.

Differential knowledge gain was analyzed using group membership, education, gregariousness, past change agent contact, number of information sources and the size of the dairy operation as independent variables. In addition, utility of information was explored as a possible useful variable for predicting knowledge possession and gain.

An additive regression model was used for analyzing most of the data. Overall, the direct mail campaign was highly effective in increasing the knowledge level of respondents across all eight of the dependent knowledge variables. However, an examination of knowledge gain associated with the traditional diffusion variables showed very low levels of association. Members of the Dairy Herd Improvement Association were found to be more highly educated, have larger dairy operations, more change agent contact and a larger number of information sources than non-DHIA members. Although these variables have traditionally been associated with knowledge gains, overall, members did not show high gains in knowledge from exposure to the experimental treatment as was expected. Non-members however showed a highly significant knowledge gain when exposed to the experimental treatment. Unexpectedly, education was not found to be a consistent predictor of knowledge gain. Within the member group, for example, there was a general high level of knowledge across all educational levels in the existing situation, and when exposed to the experimental treatment the members with higher education tended to show the greatest knowledge gain. For non-members the opposite occurred: The more highly educated non-members generally showed the highest existing knowledge level, but when exposed to the experimental treatment, knowledge gain occurred across all educational levels.

While utility of information proved to be useful in building an additive regression model for explaining knowledge possession, it was not as highly related to knowledge gain as was hypothesized.

The study concludes that the concept of utility of information, or audience perceived need, may be a useful variable for planning educational information campaigns if more specific relationships can be identified. Perception of a specific problem, for example, was found to be related only to a specific type of problem solution knowledge and not to general problem solution knowledge.

Other study conclusions and discussions include using a direct mail campaign to improve effectiveness of educational efforts through greater audience reach, the problem of knowledge gain "ceilings", and the importance of providing problem information in educational campaigns as opposed to concentrating on innovation information.

THE RELATIONSHIP BETWEEN DAYTIME SERIALS AND THEIR VIEWERS

Order No. 7806649

THOMAS, Sari, Ph.D. University of Pennsylvania, 1977. 217pp. Supervisor: Dr. Larry Gross

The object of this study is to investigate how American daytime serials may be an influential socializing agent with respect to their regular, female viewers. More specifically, two areas are considered. First, there is an examination of the "uses and gratifications" issue with regard to soap operas. Second, the dissertation considers the way in which viewers treat the serials as either reality or fiction.

Forty Philadelphia women participated in open-ended interviews concerning their relationship with soap operas. These informants were evenly divided in terms of age (group 1: 18–30, group 2: 35 and above) and education (group 1: high school or less, group 2: college). The interviews (each lasting approximately 1½ hours) were transcribed and coded.

Although examples of social learning and value adjustment were reported by viewers in each respondent condition, the less-educated informants were found to be overwhelmingly more inclined to identify with, learn from, and seek out value reinforcement from the serials than were the college-educated informants. Similarly, those women without college experience tended to treat the soap opera material as if it were 'real' much more than did those who had attended college.

It is suggested that the critical training usually offered in college curricula (i.e., the attempt to go beyond the content of fictional material and to consider the interrelated issues of intentionality, authorship and dramatic structure) is crucial in understanding the differences in viewing patterns obtained in this study.

Furthermore, considering that the majority of the daytime serial viewing population is demographically more similar to the women in this study who do seem more inclined to learn from the serials and to treat them as real-life, it is suggested that the rather disinterested academic stance toward soap operas is inappropriate if social scientists are genuinely concerned with the mass media's influence on viewers.

A COMPARISON OF RESPONSES OF SELECTED ELEVENTH-GRADERS TO WRITTEN AND FILMED VERSIONS OF SELECTED SHORT STORIES

Order No. 7808977

WORTHINGTON, Janet Kay Evans, Ph.D. The Florida State University, 1977. 130pp. Major Professor: Dwight L. Burton

The four questions which provided direction for this study were: (a) Are there observed differences between the patterns of responses of students who have read a particular short story and students who have seen a filmed version of it? (b) Are there observed differences between the patterns of responses of students who have read a particular short story and students who have read the story and seen a filmed version of it? (c) Are there observed differences between patterns of responses of students who have seen a filmed version of a particular short story and students who have seen a filmed version of a short story and read it? (d) Are there differences in the length of free, oral responses of students made after reading and viewing? In the study, fourteen eleventh-grade students took part in the study which consisted of four parts. During the first part, Group A consisting of one-half the group, read the story, "The Lottery," while Group B saw the film "The Lottery." In part two, Group A saw the film of "Dr. Heidegger's Experiment," while Group B read the story. In

part three, all students read the story, "The Lady or the Tiger?," and then saw a filmed version of this study. In the fourth part, all students saw the film, "An Occurrence at Owl Creek Bridge," and then read the story. Students free, oral responses to each experience were tape recorded, transcribed verbatim, marked into statements, and categorized according to a modified version of Purves' system for classifying responses to literature. For each student in the study a case study was prepared which detailed personal information about the subject and included his patterns of response. In addition, totals of responses in different categories and subcategories were obtained for each part of the study. The answer to each of the four questions posed at the beginning of the study was yes, observed differences do exist in students' patterns of responses to stories and filmed versions of these stories. Totals of subjects' responses indicated that observable differences exist in the engagement-involvement, interpretation, and perception categories. After only reading or viewing, students made more engagement responses relating to the film and made more interpretation responses to the story. Following the reading and viewing, data revealed that there were more interpretational responses to the story and more perception responses to the film. After viewing and reading, engagement responses were greater following the film, and perception responses were greater following the story. In response to films, students used 20.7% more words. Further, individual case studies revealed that predetermined images, images associated with a previous exposure to a work, affect a student's response to the second presentation of the work in another medium. These images tend to have a negative effect, either causing the student to be troubled by discrepancies or causing him to inhibit his own imaginative powers. Finally, the case studies indicated a tendency for students to prefer filmed versions over written versions of the same story. This preference was sometimes modified by the content of the story, the techniques used in presentation, or the adaptation of the story into film.

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